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NovoPsych

## Autism Spectrum Screening Questionnaire (ASSQ)

Client Name	Generic Client	*Date administered*	24 Jan 2025
Date of birth (age)	1 Jan 2017 (8)	*Time taken*	3 min 54s
Assessor	Dr Simon Baker		

Total ASSQ Score

	Score	Community Percentile	Autistic Percentile	Descriptor
Total ASSQ (0-54)	20	98.7	24	Strongly Consistent with Autism
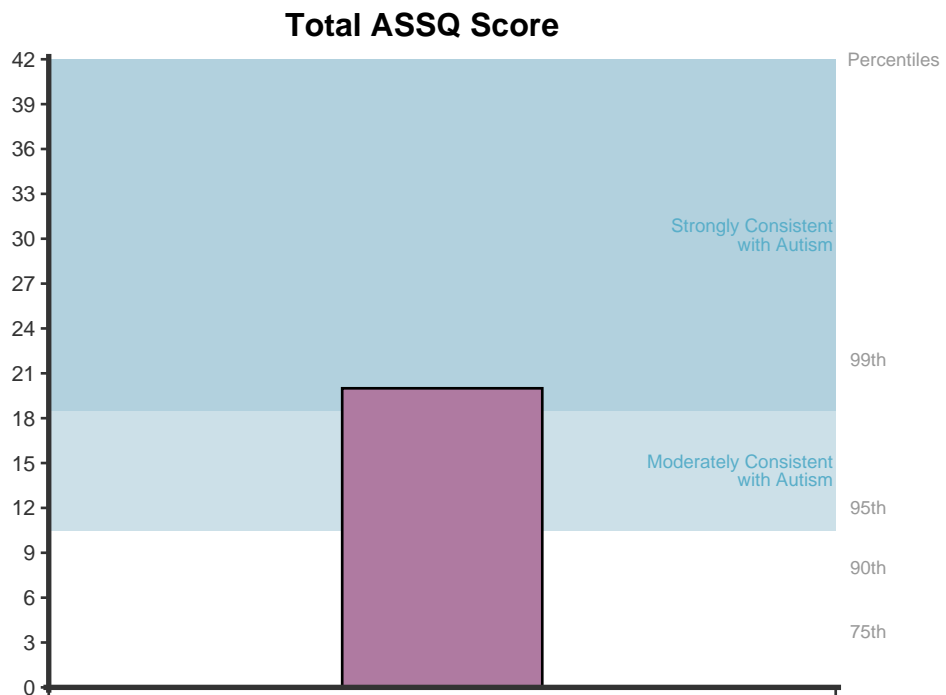
Total ASSQ Score

Total ASSQ Score Compared to Community and Autistic Distributions
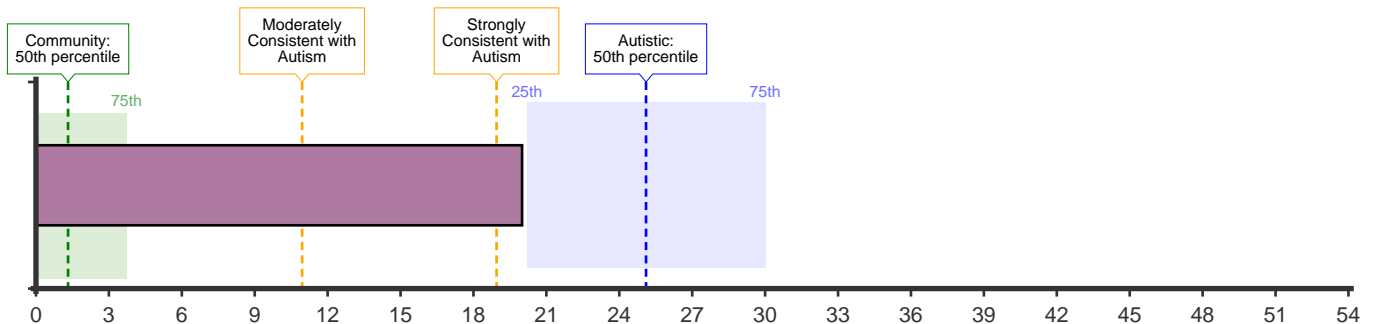
Client Name	Generic Client

Subscale Scores

	Score	Average (0-2)	Descriptor
Formal Style (0-6)	1	0.33	-
Contextual Understanding and Routines (0-16)	9	1.13	High
Socio-Emotional Reciprocity (0-14)	6	0.86	High
Vocalisation, Movement, and Appearance (0-18)	4	0.44	Elevated

ASSQ Subscale Average Scores
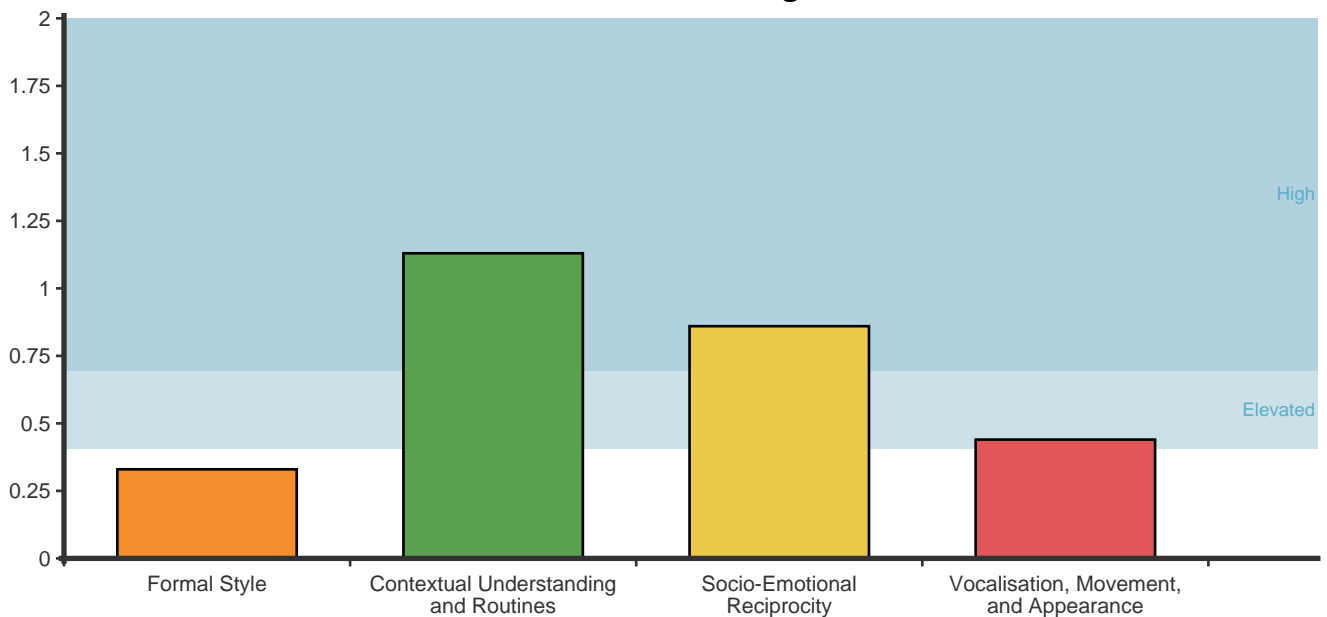
Interpretation

The parent/guardian's responses on the Autism Spectrum Screening Questionnaire (ASSQ) indicate that the young person's social and behavioural functioning is strongly consistent with autism. The total ASSQ score is on the 98.7th percentile when compared to young people in the general population and the 24th percentile when compared to Autistic young people. A score in this range suggests significant developmental differences in social and behavioural functioning consistent with Autism.

The young person's score on the **Contextual Understanding and Routines** subscale is in the High range (average score of 0.70-2). This indicates challenges in understanding context and meaning, which may impact social engagement, alongside a strong preference for routines that may limit adaptability. The items with the highest ratings were:
- *23. has special routines: insists on no change (Yes)*
- *4. accumulates facts on certain subjects (good rote memory) but does not really understand the meaning (Somewhat)*
- *5. has a literal understanding of ambiguous and metaphorical language (Somewhat)*
- *7. invents idiosyncratic words and expressions (Somewhat)*

Interpretation (cont.)

- 10. is surprisingly good at some things and surprisingly poor at others (Somewhat)

The young person's score on the **Socio-Emotional Reciprocity** subscale is in the High range (average score of 0.70-2). This suggests that the young person may experience challenges with social interactions and emotional exchanges, potentially impacting their ability to form and maintain relationships. The items with the highest ratings were:
- *12. lacks empathy (Somewhat)*
- *15. wishes to be sociable but fails to make relationships with peers (Somewhat)*
- *16. can be with other children but only on his/her terms (Somewhat)*
- *17. lacks best friend (Somewhat)*
- *19. is poor at games: no idea of cooperating in a team, scores "own goals" (Somewhat)*

The young person's score on the **Vocalisation, Movement, and Appearance** subscale is in the Elevated range (average score of 0.41-0.69). This reflects the presence of unique vocalisations, movements, or physical characteristics that may make the young person stand out as different, potentially leading to social challenges such as exclusion. The items with the highest ratings were:
- *3. lives somewhat in a world of his/her own with restricted idiosyncratic intellectual interests (Somewhat)*
- *9. expresses sounds involuntarily; clears throat, grunts, smacks, cries or screams (Somewhat)*
- *21. has involuntary face or body movements (Somewhat)*
- *26. has markedly unusual facial expression (Somewhat)*

Scoring and Interpretation Information

For comprehensive information on the Autism Spectrum Screening Questionnaire (ASSQ), [see here](#).

The Autism Spectrum Screening Questionnaire (ASSQ) yields a total score between 0 and 54, with higher scores indicating greater differences in social and behavioural functioning from other young people.

The total ASSQ score is expressed as a community percentile based on normative data for young people in the general population (Posserud et al., 2006) and as a clinical percentile based on data for Autistic young people (Ehlers et al., 1999). These percentiles are informant-specific, derived from either parent- or teacher-rated ASSQ data. When the informant type is "Other" or unknown, percentiles derived from parent-rated ASSQ data are used. The percentiles contextualise the young person's score relative to the typical scores of young people overall and Autistic young people specifically.

The scoring approach uses established cut-off scores to categorise the young person's score as either "Moderately Consistent with Autism" or "Strongly Consistent with Autism" (Ehlers et al., 1999).

- Moderately Consistent with Autism: 11 or above. About 4-7% of young people overall score 11 or above (Posserud et al., 2006). Scores in this range indicate developmental differences in social and behavioural functioning, which may be consistent with Autism but could also reflect other neurodevelopmental or psychological conditions, such as ADHD or disorders within the Disruptive, Impulse-Control, and Conduct Disorders category (e.g., Oppositional Defiant

Scoring and Interpretation Information (cont.)

Disorder or Conduct Disorder).

- Strongly Consistent with Autism: 19 or above. About 1-2% of young people overall, and 75-80% of Autistic young people, score 19 or above (Ehlers et al., 1999; Posserud et al., 2006). Scores in this range suggest significant developmental differences in social and behavioural functioning consistent with Autism.

Scores are also provided for the four factors (subscales) identified by Junttila and colleagues (2023):

- Formal Style (Items 1, 2, and 6), which reflects a formal or old-fashioned way of thinking, appearance, or communication style.

- Contextual Understanding and Routines (Items 4, 5, 7, 10, 11, 13, 23, and 24), which reflects the ability to understand context and meaning, alongside a preference for routines.

- Socio-Emotional Reciprocity (Items 12, 15, 16, 17, 18, 19, and 25), which reflects engagement in social interactions and emotional exchanges.

- Vocalisation, Movement, and Appearance (Items 3, 8, 9, 14, 20, 21, 22, 26, and 27), which reflects unique vocalisations, behaviours, and physical characteristics.

The average score for each subscale is calculated by dividing the subscale's score by the number of items in the subscale, which standardises the scores and enables direct comparisons between subscales. A higher average score suggests that the young person shows greater differences in a particular area compared to other areas. Clients assessed on NovoPsych typically score highest on the Contextual Understanding and Routines subscale and the Socio-Emotional Reciprocity subscale, followed by the Vocalisation, Movement, and Appearance subscale, and lowest on the Formal Style subscale.

The scoring approach also uses qualitative descriptors to categorise ASSQ subscale scores based on average score thresholds that correspond to the total ASSQ cut-off scores. These thresholds are calculated by dividing the total cut-off scores by the number of items in the scale (i.e., 27). Specifically:

- The "Moderately Consistent with Autism" cut-off score (i.e., 11) corresponds to an average score of 0.41.

- The "Strongly Consistent with Autism" cut-off score (i.e., 19) corresponds to an average score of 0.70.

These thresholds are used to categorise the average score for each subscale as follows.

- "Elevated" corresponds to an average score of 0.41–0.69, indicating differences consistent with the total scale's "Moderately Consistent with Autism" range.

- "High" corresponds to an average score of 0.70–2, indicating differences consistent with the total scale's "Strongly Consistent with Autism" range.

Graphs are presented showing the young person's total ASSQ score and the young person's

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Scoring and Interpretation Information (cont.)

average score for each subscale. A graph is also presented comparing the young person's total ASSQ score to the normative distribution of scores among Autistic young people and young people in the general population, with shaded areas corresponding to scores between the 25th and 75th percentile (Ehlers et al., 1999; Posserud et al., 2006). This graph contextualises the young person's score relative to the typical scores of Autistic young people and young people overall.

Client Responses

		No	Somewhat	Yes
1	is old-fashioned or precocious	**0**	1	2
2	is regarded as an "eccentric professor" by the other children	**0**	1	2
3	lives somewhat in a world of his/her own with restricted idiosyncratic intellectual interests	0	**1**	2
4	accumulates facts on certain subjects (good rote memory) but does not really understand the meaning	0	**1**	2
5	has a literal understanding of ambiguous and metaphorical language	0	**1**	2
6	has a deviant style of communication with a formal, fussy, old-fashioned or "robot like" language	0	**1**	2
7	invents idiosyncratic words and expressions	0	**1**	2
8	has a different voice or speech	**0**	1	2
9	expresses sounds involuntarily; clears throat, grunts, smacks, cries or screams	0	**1**	2
10	is surprisingly good at some things and surprisingly poor at others	0	**1**	2
11	uses language freely but fails to make adjustment to fit social contexts or the needs of different listeners	0	**1**	2
12	lacks empathy	0	**1**	2
13	makes naive and embarrassing remarks	0	**1**	2
14	has a deviant style of gaze	**0**	1	2
15	wishes to be sociable but fails to make relationships with peers	0	**1**	2

	Client Name	Generic Client

Client Responses (cont.)

		No	Somewhat	Yes
16	can be with other children but only on his/her terms	0	**1**	2
17	lacks best friend	0	**1**	2
18	lacks common sense	**0**	1	2
19	is poor at games: no idea of cooperating in a team, scores "own goals"	0	**1**	2
20	has clumsy, ill coordinated, ungainly, awkward movements or gestures	**0**	1	2
21	has involuntary face or body movements	0	**1**	2
22	has difficulties in completing simple daily activities because of compulsory repetition of certain actions or thoughts	**0**	1	2
23	has special routines: insists on no change	0	1	**2**
24	shows idiosyncratic attachment to objects	0	**1**	2
25	is bullied by other children	0	**1**	2
26	has markedly unusual facial expression	0	**1**	2
27	has markedly unusual posture	**0**	1	2
28	Who is completing this questionnaire?			

1 *Parent/Guardian*
2 Teacher
3 Other